

# QUALITY OF SCHOOL TEXTBOOKS IN KOSOVO





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## List of Abbreviations

<b>CECST</b>	Council of Experts for Curricula and School Textbooks
<b>KPI</b>	Kosovo Pedagogical Institute
<b>MEST</b>	Ministry of Education, Science and Technology
<b>SSC</b>	School Steering Committee

# 1. Executive Summary

This study analyzes the legal framework and institutional mechanisms for evaluating and publishing school textbooks as well as the textbooks currently in use, from the perspective of their compliance with the requirements of the Curriculum Framework of Pre-University Education. In addition to the analysis of the textbooks, the aim is to identify potential gaps in the legal framework and current processes for preparation, evaluation, publishing and distribution of school textbooks. Based on this, recommendations on improving the system in order to improve the quality of school textbooks and other teaching resources are provided.

For this purpose, the study combines the primary research conducted in the form of interviews and focus groups with the analysis of the documentation. The analysis of the documentation includes the applicable legislation, MEST relevant policies and regulations for drafting, evaluating and publishing school textbooks, curriculum documents and reports of the researches conducted in this field.

To better understand the process of drafting and evaluating new school textbooks and MEST's approach to this process, interviews with senior officials of relevant departments in MEST and KPI, members of the Council of Experts of School Curricula and Textbooks were conducted as well as with education experts engaged to support MEST in these processes<sup>1</sup>.

**The main shortcomings in the regulatory framework based on which new textbooks are being drafted and evaluated, include:**

- Lack of compliance between documents that regulate the process of drafting, evaluating and approving school textbooks and teaching resources;
- Shortcomings in addressing fundamental aspects that regulate these processes and numerous procedural unclarities;
- Avoiding important measures in the preparation process for drafting new textbooks and their evaluation process;
- Non-consolidation of mechanisms for continuous data collection from schools/municipalities regarding the quality of school textbooks.

In order to identify the main shortcomings characterizing the majority of textbooks currently in use, this study also analyzes school textbooks.

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<sup>1</sup> See Annex 2: List of the officials/experts interviewed.

The analysis of school textbooks has been conducted mainly through focus groups with teachers. In this regard, 41 elementary and lower and upper secondary/gymnasiu<sup>2</sup> school teachers from 11 different municipalities<sup>3</sup> expressed their perspective on the quality of school textbooks and teaching resources currently in use. To validate data from focus groups, the summary of discussions after each meeting was shared with the participants to make sure that their contribution had been included<sup>4</sup>.

### **The main concerns of teachers regarding the quality of school textbooks include<sup>5</sup>:**

- Lack of relevance and compliance with the new curriculum;
- Overload (with topics, text, facts, formulas);
- Content of incorrect facts and not well defined concepts;
- Lack of balance in the width and depth of topic explication;
- Lack of multiple perspective in explicating topics;
- Inadequate and inconsistent structure of the content;
- Lack of reference to additional resources for additional information;
- Non-compliance with the cognitive level of students;
- Lack of reference/connection to relate to the previous information and experience of students;
- Lack of inter-curricular correlation;
- Lack of expected results at the beginning of each unit/subject and success criteria at the end of each unit;
- Inability to flexibly use the text according to different learning abilities and styles;
- Focus on information/facts and reproduction;
- Inadequate, non-functional and non-attractive illustrations for the student.

Taking this into consideration as well as other studies on school textbooks, standards and indicators for evaluation of school textbooks should be reviewed to ensure that the aforementioned shortcomings have the proper attention<sup>6</sup>. Drafting of relevant guides to textbook publishers/authors and planning of training programs for them is also necessary.

On the other hand, the institutional and regulatory framework for drafting, evaluating, approving and publishing school textbooks should be supplemented and harmonized in order to improve the quality of school textbooks. Also the coordination between administrative, educational and technical bodies must be strengthened so that existing resources are effectively and efficiently used to improve the design, production and distribution of school textbooks and other teaching resources.

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2 See Annex 3: List of participants in focus groups.

3 Prishtina, Gjilan, Prizren, Rahovec, Viti, Istog, Gjakova, Fushe Kosova, Vushtrri, Lipjan and Obiliq.

4 See Annex 4: Summary of discussions with focus groups.

5 The following list includes only shortcomings for which 90% of teachers expressed their concern.

6 Discriminatory language in school textbooks – Analysis of school textbooks at the upper secondary level, YIHR, Prishtina, 2017. Problems and defects of school textbooks-Analysis of school textbooks of lower secondary school cycle in Kosovo (grades VI, VII, VIII, IX), BIRN, Prishtina, 2010.

Textbook problems and shortcomings - Analysis of school textbooks of lower secondary school cycle in Kosovo (grades VI, VII, VIII, IX)- review of the issues raised in the study of 2010, BIRN, Prishtina, 2013.

## 2. Introduction

With the Curriculum Framework of Pre-University Education, MEST has been committed for a competency-based approach, i.e. an expected result-oriented approach, which should be achieved by all students at different periods of schooling. To ensure the coherence and consistency of the process of implementing this approach, the Curriculum Framework determines five basic principles that should lead the entire process of implementing curriculum reform. As such, these principles should also lead the process of drafting and approving school textbooks and other teaching resources.

The main implications of the curriculum principles in the preparation, evaluation and selection procedures of school textbooks are described below:

- 
**Inclusion**, refers to the right of each child and young person to equal inclusion in quality education. Based on this principle, the school textbook should enable inclusion/interaction with each student, contributing to the full realization of each individual's potential. Given this, the main content of the textbook for each topic should be "core content", understandable for each student, while didactic apparatus should orient students to additional resources based on their individual interest and capacity. Therefore, the content should be self-sufficient to enable the achievement of learning outcomes, however without any excessive information, which is not necessary to absorb the topic. The content, in the first place, should be provided as a tool to achieve learning outcomes and not as a target alone. To encourage independent supplementary reading by students, the list of recommended resources should be placed at the end of each topic.
- 
**Competence development**, means the measurable achievement of knowledge, skills, attitudes and values which the society considers necessary for all citizens of Kosovo. In the curriculum system, key competencies are broken down through the learning outcomes that must be progressively and continuously achieved by all students during pre-university education, namely until the completion of grade 12. Based on this, each school textbook (and every detail within the text), in addition to the contribution to the achievement of the learning outcomes foreseen for the relevant subject and field, should also serve to the development of the main competences defined in the Curriculum Framework in Kosovo. In this context, each textbook must in first place contribute to the development of the students' natural curiosity, critical thinking and creativity, the ability to learn independently and develop high intellectual abilities, to continue with other competencies that may be more in the focus of one or another curriculum subject/field. In this context, a particular attention, in addition to proper content of the text and didactic apparatus,

should also be paid to the removal of excessive contents so that teachers have sufficient time to use relevant topics that help in developing competencies and achieving learning outcomes<sup>7</sup>.

▶ **Integrated teaching and learning**, means full learning that reflects the interconnection and interdependency of nature and the world created by man with the knowledge and information we have about them. Driven by this principle, school textbooks should enable:

- meaningful interconnection of education with life, through teaching contents that reflect the concerns of students, society, and of the environment where schools operate;
- interconnection with the student's previous information, organizing and integrating new content with previous information, reflecting on the things that have been learnt and transferring knowledge to new contexts;
- use of tools, situations and incidental resources for the realization of teaching processes;
- implementation of knowledge and use of certain skills, attitudes and values in the context of solving practical and real problems of everyday life;
- interconnection between subjects and curriculum areas for a comprehensive and broad teaching process, which highlights the interconnection of different aspects of teaching processes addressed within different curriculum areas;

▶ **Autonomy and flexibility at the school level**, enables the school to build its profile in the best interest of its students and the location where it operates, in accordance with the specific conditions of the teaching staff and its infrastructure and within the regulatory framework determined by MEST. In relation to school textbooks, this principle enables schools to select from the MEST approved list of school textbooks and other teaching resources the textbooks and the materials in accordance with the educational needs of their students, the needs of teaching staff and the particularities of the community in which the school operates. In addition, the structure of learning units within school textbooks should enable flexible use, being organized in independent parts (with flexible connection possibilities according to the community's particularities where the school operates and according to the student needs). For example, the core part necessary to achieve learning outcomes should function independently of the supplementary part that can be flexibly used by teachers.

▶ **Responsibility and accountability**, means that the process of decentralization of educational services and the increase of school autonomy should be accompanied by a functional mechanism for quality assurance and accountability for the entire hierarchy of education system. This principle, in terms of school textbooks, highlights the responsibility of schools to properly select textbooks according to the criteria and procedures determined by MEST. In addition, this principle also implies the responsibility of schools to identify and report eventual shortcomings in relevant textbooks, thus contributing to improved quality of school textbooks. Therefore, establishing a mechanism for continuous collection of data from schools/municipalities regarding the quality of school textbooks is necessary.

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<sup>7</sup> If for each subject, we have only one class, we automatically undermine the proper development of the topic towards competency development by focusing only in memorization and eventual fact acquisition.

In addition to general principles, in relation to school textbooks and other teaching resources, the Curriculum Framework sets out the main criteria that determine the quality of school textbooks. Based on these criteria, school textbooks should enable:

- teaching and learning that in a balanced manner ensures the acquisition of knowledge, development of intellectual skills and attitudes;
- implementation of interactive teaching and learning methods (as well as assessment procedures) that facilitate the development of creativity and independent problem solving;
- promotion of positive values, principles and experiences, such as: human rights, social justice and inclusion;
- avoidance of prejudices and stereotypes, discriminating attitudes, hatred and violence;
- relevant and appropriate activities for evaluation and self-evaluation, as well as activities that support the development of the learning competence
- interconnection between subjects and curriculum areas through curriculum levels.

The Curriculum Framework highlights the need to avoid routine learning and memorizing and encourage active and creative participation during acquisition of relevant knowledge, skills development, values and attitudes which leads to the gradual development of six key competencies<sup>8</sup>.

Despite the fact that the implementation of the new curriculum all over the country has started since the school year 2017-2018, whereas the first pilot phase had started in the school year 2013/2014, the preparation of school textbooks according to the new Curriculum Framework requirements started in 2018<sup>9</sup>. According to the Guide to Curriculum Implementation 2016-2021, new school textbooks for grades 0, 1, 6 and 10 should have been available for the academic year 2017/2018, when the new curriculum started being implemented in these classes, to continue the process gradually until the completion of the package of school textbooks for pre-university education<sup>10</sup>.

Despite the lack of new textbooks, the support of schools/teachers on the use of current textbooks in accordance with the new spirit of the curriculum has not been sufficient. MEST's Division for Curricula and School Textbooks tried to develop guides for the use of old textbooks according to the new curriculum, however their content does not meet the requirements and needs of teachers for a better orientation on how to approach to the use of the current textbooks conform to the new approach of the curriculum.

On the other hand, the orientations provided in the Core Curricula are too general, with an emphasis on the possibility of using alternative school textbooks and materials, but they do not facilitate teachers getting repositioned in relation to textbooks<sup>11</sup>.

8 Curriculum Framework of Pre-University Education in Kosovo, MEST, Prishtina, 2016, page 53.

9 Currently the evaluation and finalization of school textbooks for pre-primary grade, the first grade, the sixth grade and the tenth grade is taking place (where the implementation of new curriculum started in 2017/2018), with the tendency to have them ready for the school year 2019/2020.

10 Ministry of Education, Science and Technology. (2016). Roadmap to the implementation of new curriculum 2016-2021. (<https://masht.rks-gov.net/uploads/2017/03/udherrefyes-per-zbatimin-e-kk-2016-2021-final.pdf>)

11 Ministry of Education, Science and Technology. (2016). Core Curriculum for preparatory grade and primary education in Kosovo (<https://masht.rks-gov.net/uploads/2017/02/kurrikula-berthame-1-finale-2.pdf>), pg. 35, 44, 53, 61, 79, 87.

Ministry of Education, Science and Technology. (2016). Core Curriculum of Lower Secondary Education in Kosovo ([https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-2-final\\_1.pdf](https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-2-final_1.pdf)), pg. 35, 45, 54, 64, 73, 82, 90.

Ministry of Education, Science and Technology. (2016). Core Curriculum for upper secondary education in Kosovo ([https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-2-final\\_1.pdf](https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-2-final_1.pdf)), pg. 35, 45, 54, 64, 73, 82, 90.

The situation is similar in the subject curricula/educational programs prepared for the preparatory class, the first, the second, the sixth, the seventh, the tenth and the eleventh grade<sup>12</sup>. The guidelines focus mainly on the use of didactic apparatus, but without explanation on the appropriateness/discrepancy between current textbooks and new curricula, and on the effective use of current textbooks or the appropriate selection of alternative textbooks. An exception here is curricula for foreign languages and music, which also provide a list of online resources that can be used by teachers.

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net/uploads/2017/02/korniza-berthame-3-final.pdf), pg. 36, 45, 54, 64, 72, 81, 89.

12 Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, preparatory grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, first grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, second grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, sixth grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, seventh grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, tenth grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, eleventh grade (<https://masht.rks-gov.net/arsimi-parauniversitar>)

### 3. Legal framework for drafting, evaluating, approving and publishing school textbooks

The drafting of new school textbooks is based on the Law No. 02/L-67 on publishing school textbooks, educational teaching resources, reading materials and pedagogical documentation. This law defines the school textbook as a basic and mandatory book that serves as a basic tool and source of knowledge for a certain field and through which the educational-learning objectives included in the curriculum are achieved<sup>13</sup>. Furthermore, the law determines in general the procedures for evaluation and approval of school textbooks, teaching resources and pedagogical documentation, however it does not specify the composition of the review team, the review procedure of the textbooks based on the reviewers' comments and their final evaluation procedure. The legal provisions allow for teachers, namely schools to choose the use of the textbook from the MEST published catalogue of school textbooks, but on the other hand, article 11, paragraph 11.4 stipulates that the publisher must publish as many copies as to satisfy the requirements of students<sup>14</sup>. The procedure of selecting textbooks with which MEST supplies schools and the form of involving schools in this process remain undefined. Consequently, in the current practice of supplying schools with textbooks, the former were not provided with the option of selecting textbooks.

Based on the "Strategy for Development of Pre-University Education in Kosovo 2007-2017", in 2011 MEST issued the Administrative Instruction no. 05/2011 the implementation of standards for school textbooks, setting out the criteria and aspects that must be fulfilled in the school textbooks<sup>15</sup>. In the first part of this sub-legal act, 15 general standards, which apply to all textbooks and which address formal aspects, layout; methodical and didactic aspects; pedagogical aspects; and practice related aspects are described. The second part sets out specific standards for each subject. The efforts to evaluate a school textbook based on these standards indicate that their structuring according to the above aspects is not very practical for the evaluator (reviewer, teacher, or parent). In this context, Standard 5 which describes the compatibility with student's age is within the methodological and didactic aspects, but this standard is relevant to any other aspect, therefore it should have adequately covered all aspects, namely other standards, through relevant indicators.

13 Law No.02/L-67 on publishing school textbooks, educational teaching resources, reading material and pedagogical documentation. (<https://gzk.rks-gov.net/ActDetail.aspx?ActID=2437>)

14 Ibid, Article 11.

15 Administrative Instruction No. 05/2011 Implementation of standards for school textbooks. (<https://masht.rks-gov.net/uploads/2015/05/standardet-e-teksteve.pdf>)

To avoid repeating and to simplify the process, but at the same time addressing all important aspects of textbook evaluation, during evaluation a more practical approach would be to focus on the aspects of the textbook content, where the interrelation with the curricula, accuracy, data relevance, clarity of concepts, coherence of ideas, proper depth and breadth of topic evaluation etc.; in the aspects of teaching and learning, namely pedagogical, didactic and methodical aspects in the spirit of the new curriculum; aspects of structure and organization, division into units and appropriate work steps, the constituent parts of learning units/subjects, proper arrangement of learning units etc.; linguistic aspects that facilitate and motivate learning and understanding, contributing to the mastering of standard language; and formal aspects such as: design, layout, graphic presentation, weight, etc. Such a division would also simplify the work of the reviewing team, namely the division of tasks between them in the textbook evaluation process.

Moreover, the emphasis of Standard 1 is put on the compliance with curricula and school textbooks of the same subject in the preceding classes, which is a very important aspect, however the issue of compliance with curricula and textbooks between different subjects in the same grade (horizontal coherence) has not been sufficiently addressed within the overall standards. Other important criteria that are not sufficiently addressed within the standards for textbooks are the following:

- Interconnection with the student's previous information, through relevant questions at the introductory part of the learning units to enable the organization and integration of new content with previous information,
- the attractiveness of the contents elaborated, respectively of the way they are offered, so that include and motivate students to learn,
- the sole focus on the essential contents to achieve learning outcomes, to avoid overload, and
- the weight of the textbooks, given the weight of student bags.

This document, in addition to the curriculum package, has been used in the evaluation process of textbooks that currently are subject to the review and approval. However, despite the aforementioned shortcomings, this document could also be used as an important tool to guide schools and teachers during the implementation of the new curriculum with old school textbooks. Thus, teachers would have a better understanding of how to use the current textbooks critically and creatively, as well as how to select alternative resources or prepare additional resources. Therefore, direct references to relevant standards/indicators could have been made within the core curricula and also within the curricula developed by MEST. It could also be used for the preparation of school guides and for textbook authors/publishing houses, before new school textbooks would be drafted.

In order to fulfill the procedures for evaluating and approving school textbooks and reflecting the requirements of the new curriculum package, MEST is preparing a new draft law on school textbooks, educational teaching resources, reading materials and pedagogical documentation in pre-university education<sup>16</sup>. This

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<sup>16</sup> According to the Roadmap to the implementation of curriculum 2016-2021, this process should have been completed long time ago, so that it precedes the process of drafting and approving new school textbooks (see: Ministry of Education, Science and Technology).

draft law was open for public hearing until 5 February 2019 and will be soon submitted to Government for approval<sup>17</sup>. The purpose of this draft law is as following:

- Setting out basic norms and concepts for the development of school textbooks, educational teaching resources, reading material and pedagogical documentation at the pre-university level;
- Setting out the rights and obligations of MEST, author, publisher, municipalities, schools and other stakeholders;
- Creating conditions of free competition and prohibition of conflict of interest for drafting and publication of school textbooks, teaching resources, reading material and pedagogical documentation.

However, the procedure for approval and the procedure for textbook publishing continue to be unclear. In principle, there is a tendency for schools to be involved in the selection process of textbooks from the MEST catalogue of school textbooks; however the procedure for ordering textbooks for publication, for the textbooks provided free of charge by MEST is not determined. Provisions of this draft law foresee that the number of textbook copies and other materials should be determined by MEST in accordance with the school needs<sup>18</sup>. In this way, only the needs regarding the number of students can be found out, as interpreted in current practice, as these provisions are regulated in the same way by the current applicable law.

Also, AI 22/2016, within the duties and responsibilities of professional actives foresees the proposal for the school principal/resource SSC, didactic apparatus and other teaching material, but the language used does not imply that the actives select the textbooks and other teaching resources from the MEST approved list of textbooks and teaching resources, as a basis to order the publication of textbooks and other materials that are provided by MEST free of charge<sup>19</sup>. In this regard, it is necessary that the process, duties and responsibilities of the schools, the Council of Experts for Curricula and School Textbooks (CECST) and MEST in the process of selecting and ordering the textbooks financed by MEST be clearer.

The draft law neither regulates the composition of CECST, determining that its responsibilities and finances are defined by a sub-legal act by MEST<sup>20</sup>. Another aspect that is not sufficiently addressed in the draft law is the process of taking textbooks and teaching resources out of use, the improvement of eventual mistakes or the continuous improvement of their quality. The role of schools in this process and the establishment of a mechanism for correcting mistakes and/or improving the quality of textbooks has not been defined at all.

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(2016). Roadmap to the implementation of new curriculum 2016-2021. (<https://masht.rks-gov.net/uploads/2017/03/udherrefeyes-per-zbatimin-e-kk-2016-2021-final.pdf>)

17 <http://konsultimet.rks-gov.net/vieëConsult.php?ConsultationID=40560>

18 Ibid, Page 19.

19 Ministry of Education, Science and Technology (2016). Administrative Instruction no. 22/2016 on school's professional actives (Departments). (<https://masht.rks-gov.net/uploads/2016/12/22-ua-nr-22-2016-per-aktivitetet-profesionale-te-shkollave.pdf>)

20 Draft law on school textbooks, educational teaching resources, reading material and pedagogical documentation in pre-university education (<http://konsultimet.rks-gov.net/vieëConsult.php?ConsultationID=40560>), article 10, paragraph 4, pg. 10.

Lastly, the issue of translation and adaptation of the textbooks from other countries should be defined with the draft law in terms of school textbooks, thus enabling increased competition and opportunities for improved quality of school textbooks.

## 4. Mechanisms and procedures for drafting and evaluating school textbooks

According to Law no. 02/L-67, the drafting and publishing process of school textbooks, teaching resources, reading material and pedagogical documentation is supervised by the Council of Experts for Curricula and School Textbooks (CECST)<sup>21</sup>. According to the dynamic plan for the drafting of new textbooks prepared by CECST, in April 2018 a competition for new school textbooks for the preparatory grade and grades 1, 6 and 10 for the academic year 2019/2020 was announced. Currently, CECST is in the process of reviewing the evaluations of the reviewers.

The MEST decision 251/01B on establishing CECST<sup>22</sup> and CECST Regulation, within the duties and responsibilities of this body, foresee the support of the training program for the authors of textbooks and publishing houses, as well as the establishment of mechanisms for the continuous data collection from schools/municipalities regarding the quality of textbooks. However, these obligations have not been fulfilled by CECST, and these measures have not been foreseen under the CECST dynamic plan for the development of new textbooks.

Another important aspect that has not been foreseen at all with the CECST dynamic plan for the preparation of new textbooks is the testing of textbooks after being reviewed by the reviewers and the recommendation for use. Considering the quality of the current textbooks and the poor experience in the development of textbooks so far, these measures are of a special importance and must not be monitored. They are an integral part of the process of drafting and approving textbooks. Furthermore, the process of selecting textbooks by schools, prior to ordering their publication, has neither been foreseen under the CECST dynamic plan<sup>23</sup>.

As for the evaluation and approval of textbooks and teaching resources sets out the criteria for selection of reviewers, their duties and responsibilities, evaluation procedures for manuscripts and teaching resources up to their adoption for publication<sup>24</sup>. Within the criteria for selection of the reviewers determined in this sub-legal act, experience in the process of development and implementation of the new curriculum has not been fore-

21 Law No.02/L-67 on publishing school textbooks, educational teaching resources, reading material and pedagogical documentation (<https://gzk.rks-gov.net/ActDetail.aspx?ActID=2437>), article 4 paragraph 4.2, pg.3.

22 Decision no. 251 on appointing the council of experts for curricula and school textbooks (<https://masht.rks-gov.net/uploads/2018/04/vendim-refnr-251-01b-dt-090218-per-emerimin-e-keptsh-251.pdf>), point 2.6 and 2.7.

23 After eventual complaints by the publishers, the approved textbooks are processed, printed and ready for distribution to schools.

24 AI 18/2018 on reviewers, evaluation and approval of school textbooks and educational resources (<https://masht.rks-gov.net/uploads/2018/12/ua-nr-18-18-per-recensetet-vlresimin-dhe-lejmin-e-teksteve-shkollore-dhe-mat-shkollor-x.pdf>)

seen at all<sup>25</sup>. Taking into account the fact that no training program on the implications of the main principles of curricula in school textbooks was provided for the selected reviewers, the likelihood that textbooks are evaluated based on these principles is lower.

The evaluation process for manuscripts focuses only on the first evaluation, which has determined deadlines; however the procedure for the final evaluation of manuscripts reviewed by publishing houses, based on the reviewer's recommendations, is not determined<sup>26</sup>. Article 8, paragraph 6 foresees cases when, according to the review, further addition to the manuscript texts are required, for which MEST gives to the publishing houses/authors a 30 day deadline for completion of the manuscript, however does not specify the role of the reviewers, the deadline and the final evaluation procedure of the manuscripts reviewed.

Testing of textbooks in schools is not foreseen under this sub-legal act, although the standard 15 for school textbooks foresees such a measure<sup>27</sup>. According to Article 10 of AI 18/2018, paragraph 1, CECST, after reviewing the evaluation reports, proposes to the Minister the final list of school textbooks.

Another aspect not specified in this sub-legal act is the evaluation process of manuscripts by the reviewing commission. Article 5 determines the composition of this commission of 5 members (university teachers, scientific staff, pre-university level teachers and 2 members according to the nature of the manuscript - who can be pedagogues, psychologists, linguists, experts in the field of art and/or expert for the evaluation of technical aspects of the manuscripts), but does not specify whether each reviewer evaluates only the compliance with certain standards, in accordance with professional background and call or each of them evaluates all aspects of the quality of school textbooks<sup>28</sup>. According to the interviews conducted with members of CECST, during the evaluation of the textbooks for the preparatory grade, grades 1, 6 and 10, each reviewer/commission member evaluated all aspects.

Another unclarity that is not regulated by AI 18/2018 is whether the evaluation of textbooks is submitted to CECST individually/by each reviewer or in the form of a summarized evaluation from the commission. This issue is regulated with AI 5/2011, the implementation of standards for school textbooks, which provides a summary form for the evaluation of school textbooks by the reviewing committee<sup>29</sup>. Within the instructions on the concrete work with the standards, completion of the summary form by the experts who have evaluated the textbook is foreseen<sup>30</sup>. According to the interviews conducted with CECST members, during the evaluation of textbooks for the preparatory grade, grades 1, 6 and 10, reviewers were asked to submit the evaluation reports individually. Such an approach could have possibly been applied to avoid any eventual favoritism by the evaluation committees, but this presents a deviation from the procedures determined for this process. Moreover, it removes the individual reviewers' responsibility because the summary evaluation on behalf of the commission is carried out by CECST.

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25 *ibid*, article 4.

26 *ibid*, Article 8, paragraph 1, 2, 3.

27 Administrative Instruction No. 05/2011 Implementation of standards for school textbooks (<https://masht.rks-gov.net/uploads/2015/05/standardet-e-teksteve.pdf>).

28 For example. Pedagogue/psychologist, didactic, methodical and pedagogical aspects, linguistics – language aspects or scientist, scientific aspects.

29 Administrative instruction no.. 05/2011 Implementation of standards for school textbooks (<https://masht.rks-gov.net/uploads/2015/05/standardet-e-teksteve.pdf>), fq.76.

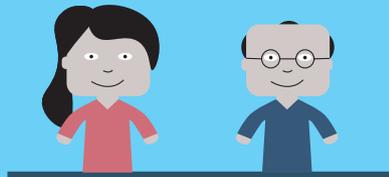
30 *ibid*, point (f), pg. 10.

## 5. Quality of school textbooks in pre-university education

The quality of school textbooks currently in use is evaluated from the perspective of teachers who work with these textbooks. Within the organized focus groups, teachers initially conducted an individual evaluation of the textbooks with which they work to continue with a common discussion about the main concerns they have regarding textbooks<sup>31</sup>.

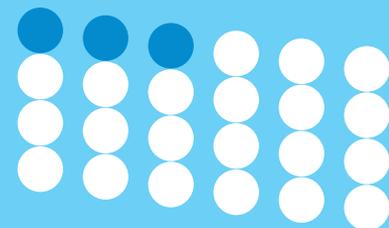
**THE COMPOSITION OF FOCUS GROUPS, BY EDUCATIONAL LEVEL AND SUBJECTS, IS SUMMARIZED IN THE FOLLOWING TABLE:**

### Primary level



Number of teachers

3



**Subjects**

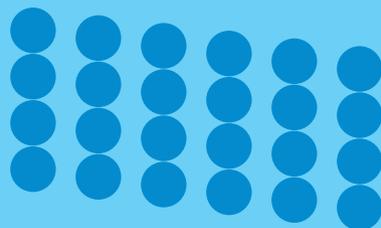
N/A

### Lower secondary level



Number of teachers

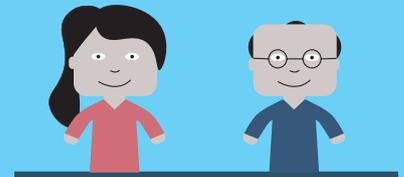
24



**Subjects**

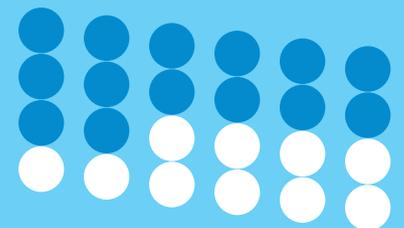
Albanian Language, English Language, Mathematics, Civic Education, History, Geography, Physics, Chemistry, Biology, Technology

### Upper secondary level



Number of teachers

14



**Subjects**

Albanian Language, English Language, Mathematics, History, Sociology, Philosophy, Physics, Chemistry, Biology, ICT

<sup>31</sup> Through a questionnaire applied for this purpose, See Annex: 5.

The evaluation is not focused on specific textbooks and detailed elaboration of certain shortcomings, but a general reflection on the teachers' impressions of the textbooks they work with<sup>32</sup>. Evaluation of textbooks focused on the four following aspects:

- Content of school textbooks;
- Didactic-methodical aspects;
- Language, structure and content organization;
- Layout and illustrations.

## 5.1. Evaluation of the content of school textbooks

As for the content of school textbooks, that should be sufficient and complete to enable the achievement of learning outcomes set out in the core curriculum, without the need to use additional materials. The basic elements of the curriculum must be included, ensuring proper balance of depth and breadth of the topics elaborated, but also adapting the level of difficulty to the core curriculum requirements and student age<sup>33</sup>. Concepts should be clear and accurate, accompanied by sufficient, qualitative, functional and interesting examples and illustrations for students. A special attention should be paid to the previous knowledge and experience of students as well as the coherence in the presentation of topics and concepts, however avoiding unnecessary repeating. Regarding the content of school textbooks, a very small number of quality criteria has been positively evaluated. The most sensitive aspects within the criteria for content quality, identified through the questionnaires filled out by teachers and from the focus group discussions, are summarized as in the following:

- Lack of content relevance to achieve learning outcomes determined by core curricula - 10% of teachers consider that content is not actual and relevant to achieve the learning outcomes defined in the core curriculum, 88% consider that this criterion is partially met, while only 2% consider that this criterion is met by school textbooks;
- Lack of reference to information sources - 17% of teachers estimate that information sources are not adequately referred to, 66% consider this criterion is partially met, while 27% estimate that textbooks meet this criterion;
- Concepts are not always accurate and ideas are not coherent. Examples and illustrations are not interesting and relevant to student experiences - 22% of teachers estimate that the concepts are accurate and correct and that the illustrations are sufficient, interesting and relevant to student needs, 68% estimate that this criterion is partly met while only 10% consider that this criterion is met in school textbooks;

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<sup>32</sup> Teachers of primary cycle reflected generally about all textbooks of this level, teachers of lower or upper secondary level reflected about the textbooks of all the grades they cover.

<sup>33</sup> This does not exclude the possibility for teachers to use additional resources, but they are optional to expand the information about the subject (a) by the teacher (in accordance with the student's interests-if the entire class expresses the interest on the topic or the needs of the community where the school operates), or (b) for supplementary reading by special students who are interested in the respective topic. For this purpose, relevant sources for supplementary reading should also be provided for each topic addressed

- New concepts are not adequately presented at the right moment and in the appropriate way, and the correlation with the students' previous knowledge is insufficient - 5% consider that the textbooks do not meet this criterion, 78% estimate that this criterion is partially met, while 17% consider that this criterion is met in school textbooks;
- The level of difficulty is not adapted to the cognitive level of students and curriculum requirements - 24% of teachers have stated that the level of difficulty does not correspond to the cognitive level and curriculum requirements, 56% consider that this criterion is partially met, while 20% estimate that this criterion is met in school textbooks;
- Excessive content, which is not directly related to the achievement of learning outcomes - 41% of teachers stated that this criterion is not met in school textbooks, 39% consider that this criterion is partially met and only 12% of them consider that this criterion is met in school textbooks;

Furthermore, other shortcomings identified during focus groups with teachers also include the following aspects:

- The textbooks are in great discrepancy with the curriculum and teaching program (for example, up to 50% in history textbooks for gymnasium, or about 40% in geography textbooks for lower secondary level);
- Scientific mistakes are present;
- The content is not actual, updated, and excessive in text, facts, figures, formulas, and assignments;
- Lack of sufficient data on a particular issue and very superficial elaboration of important topics;
- The level of difficulty is not adapted to the cognitive level of students;
- The order of learning units is often not adequate;
- Inter-subject correlation often lacks, thus not enabling an integrated approach but also the realization of certain learning units, in the absence of prior information that should have been acquired within the other subject;
- Lack of compliance with the textbooks of the same subject in the previous grades and/or subsequent grades, in particular in the history textbooks;
- Cases when part of the content is repeated from grade to grade, for two to three consecutive years, without any changes (for example, in the Albanian Language textbook for the lower secondary level or the sociology textbook for gymnasiums);
- Examples are not relevant to the everyday life of students.

## 5.2. Evaluation of didactic-methodical aspects

Aspektet didaktike dhe metodike duhet të sigurojnë zhvillimin e kompetencave kryesore dhe arritjen e Didactic and methodological aspects should ensure the development of key competences and the achievement of learning outcomes in the relevant curriculum area, including students in different learning activities and helping them to get skilled in learning. In this context, the school textbook should contain:

- Activities that motivate students to learn;
- Possibilities for in-depth information processing, development of critical and creative thinking by encouraging and involving students through open-ended questions and references to further reading;
- Activities that enable students to actively integrate, practice and apply new knowledge;
- Contents and activities that promote positive values and attitudes;
- Activities/assignments that enable different learning approaches;

The most sensitive aspects in the didactic-methodical aspect, identified through questionnaires completed by teachers and through focus group discussions, are summarized as follows:

- Textbooks do not pay sufficient attention to the development of high intellectual abilities - 18% of teachers estimate that textbooks do not enable cognitive skills development at all levels, 70% estimate that this criterion is only partially met, while only 12% consider that this criterion is met in textbooks;
- Content cannot be flexibly used, in line with different skills and learning styles - 14% of teachers estimate that the content of learning units is not organized into appropriate, independent, or flexible units to enable flexible use according to different learning abilities and styles, 70% estimate that this criterion is only partially met, while 16% consider that this criterion is met in textbooks.
- Learning activities do not enable students to actively integrate, practice and apply new knowledge - 22% of teachers estimate that learning activities do not enable learners to actively integrate, practice and apply new knowledge. 64% estimate that this criterion is only partially met, while 14% consider that this criterion is met in textbooks;
- Learning activities are not interesting and do not motivate students to learn - 23% of teachers consider that learning activities are not interesting and do not motivate students to learn, 63% consider this criterion is partially met and 13% consider that this criterion is met in textbooks;
- Assignments/requests do not enable different learning approaches - 22% of teachers consider that activities enable different learning approaches, 63% consider that this criterion is partially met and 15% consider this criterion is met in textbooks;
- The textbook cannot be used independently by the student, so to manage understanding the learning outcomes, to do self-assessment and plan further learning - 23% of teachers consider that learning activities do not enable students understand the main goals of the learning units, self-assess what they have learnt and plan their learning, 63% consider that this criterion is partially met and 14% consider that this criterion is met in textbooks.

Furthermore, other shortcomings identified during focus groups with teachers include the following aspects:

- Textbooks do not enable active involvement of students in the learning process;
- Assignments often do not correspond to the basic text and there is a lack of resources for supplementary reading;
- Duties for lower and upper secondary level are not provided at the end of each learning unit, but at the end of the chapters;
- Assignments do not provide a variety of responses;
- Assignments within nature sciences do not provide opportunities for realization in home conditions with everyday material (that is supposed a laboratory assignment).

### 5.3. Evaluation of language, structure and organization of the content

The language used in textbooks regardless of the subject should contribute to the language development of students, and as such requires a special attention. In addition, language should enable data processing and should therefore be adapted to the developmental level of students as well as be understandable and interesting to them.

On the other hand, the proper structure and organization of the textbook content should enable students orient themselves easier and use the textbook independently. The expected outcomes at the beginning of each unit and the success criteria at the end of each learning unit enable students self-reflect and engage in learning planning.

Below are summarized some of the most sensitive aspects of language, structure and content organization, identified through questionnaires completed by teachers and focus group discussions.

- The language used is not interesting to students - 10% of teachers estimate that the language used in textbooks is not understandable and interesting to students, 67% consider that this criterion is only partially met and 23% consider that this criterion is met in textbooks;
- The division of learning units is not appropriate and logical - 14% of teachers estimate that the division of units is not appropriate and logical; 62% consider that this criterion is only partially met and 24% consider that textbooks meet this criterion;
- Learning outcomes are not offered at the beginning of the learning units and neither the success criteria at the end - 59% of teachers say that the expected outcomes are not provided at the beginning of each unit, nor the success criteria at the end, 34% declare that this criterion is only partially met while only 7% consider that this criterion is met in textbooks.

Furthermore, other shortcomings identified during the focus groups with teachers include the following aspects:

- The language used is very academic and general and there are cases when parts of the content in the subject of Math are completely the same or similar to the content in the university textbook;
- Very abstract and complicated terms and concepts are apparent;
- The text often contains spelling and orthographic errors and the syntax of the words in sentences often has mistakes.

#### 5.4. Evaluation of layout and illustrations

Regarding layout and illustrations, the content of school textbooks should be well organized, appropriately utilizing space and margins to facilitate reading. Adequate illustrations should help the student focus on the relevant topic and not the opposite. Illustrations should not serve as a decor but to supplement the information provided in the text.

Within the criteria for this aspect, the weight of the book is of particular importance too, especially in our circumstances, where the concern for the weight of student bags is great. Given this, the use of lightweight paper as well as the distribution of textbooks in smaller volumes (for example, per semester) should be foreseen in the criteria for publishing houses.

The most sensitive aspects within the criteria for this aspect, according to the teachers involved in focus groups, are summarized as in the following:

- Inadequate organization of the resources to facilitate learning - 13% consider that the resources are not well organized to facilitate learning, 72% estimate that this criterion is only partly met while 15% consider that textbooks meet this criterion;
- Inadequate, poor and inappropriate illustrations to promote and facilitate learning - 24% consider that illustrations are not adequate, qualitative and appropriate to stimulate and facilitate learning, 67% estimate that this criterion is only partly met while only 9% consider that textbooks meet this criterion.

In addition, the main concern is that 40 out of 41 teachers involved in the focus groups are not satisfied with textbooks<sup>34</sup>. The justification that the textbooks currently in use refer to the curriculum that used to be implemented until 2017/2018 does not stand, because most of the criteria, based on which this assessment is conducted, apply also to the previous curriculum.

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<sup>34</sup> An exception is school textbooks and educational teaching resources for English language from PEARSON.

The quality of school textbooks is also a general social concern that is also often addressed by the media. In this regard, in 2010, the Balkan Investigative Reporting Network (BIRN) published the report "Textbook Problems and Shortcomings – Analysis of Kosovo School Textbooks of the Lower Secondary School" (Grades VI, VII, VIII, IX ), which contains a detailed analysis of the texts of social and natural sciences in the lower secondary level, focusing on scientific accuracy, overload, critical thinking, contemporary teaching methods, didactic-methodological aspects, gender aspects and content aspects<sup>35</sup>.

In 2013, BIRN published a report that reviews the issues raised in 2010 to ascertain the progress made in this regard<sup>36</sup>. The results of this review reveal that most of the omissions recorded in the 2010 report have not improved when republishing textbooks. Given the fact that the remarks in the 2010 study were not referred to requirements for quality improvement but to the fulfillment of basic criteria for textbooks, their ignorance is unacceptable.

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35 Textbook problems and shortcomings –Analysis of school textbooks of lower secondary school cycle in Kosovo (grades VI, VII, VIII, IX), BIRN, Prishtina, 2010.

36 Textbook problems and shortcomings –Analysis of school textbooks of lower secondary school cycle in Kosovo (grades VI, VII, VIII, IX)- review of the issues raised in the 2010 study , BIRN, Prishtina, 2013.

## 6. Conclusions and Recommendations

To ensure the coherence and consistency of the implementation process of a competency-based approach, the Curriculum Framework for Pre-University Education sets out five basic principles that should guide the whole process of implementing curriculum reform. As such, these principles should also guide the process of drafting of and approving textbooks and other educational teaching resources. However, the analysis of the legal framework and institutional mechanisms for drafting, evaluating, approving and publishing textbooks shows that the implications of these principles in the relevant documents are not sufficiently reflected.

**The main shortcomings in the legal framework based on which new textbooks are being drafted and evaluated include:**

- Lack of compatibility between documents that regulate the process of drafting, evaluating and approving textbooks and teaching resources;
- Shortcomings in addressing the fundamental aspects that regulate these processes and numerous procedural unclaritys;
- Avoiding important measures in the preparation process for drafting new textbooks and their evaluation;
- Non-consolidation of the mechanisms for continuous data collection from schools/municipalities regarding the quality of textbooks.

In the first pilot stages of the new curriculum and after starting the implementation across the country, despite the lack of new textbooks, schools have not received any specific instruction on how to approach the use of current textbooks in line with the new spirit of the curriculum. Orientations offered in core curricula are very general, with emphasis on the possibility of using textbooks and alternative resources but they do not facilitate teachers getting repositioned about textbooks. The situation is similar in the subject curricula/educational programs prepared for the preparatory class, the first, second, sixth, seventh, tenth and eleven grades. In addition, neither in the teacher training programs for the implementation of the new curriculum this issue was addressed properly.

On the other hand, during the pilot phase of the new curriculum, there was a lack of a mechanism for data recording from schools/municipalities regarding shortcomings in school textbooks from the perspective of new curriculum requirements. Such an identification of typical and recurring shortcomings by teachers who worked with existing textbooks in implementing the new curriculum, would greatly contribute to the drafting of appropriate policies for drafting, evaluating, approving and publishing new textbooks.

**Regarding the quality of textbooks currently in use, the main concerns of teachers include:**

- Lack of relevance and compliance with the new curriculum;
- Overload with topics, text, facts and formulas;
- Containing incorrect facts and not well-defined concepts;
- Lack of balance between the breadth and depth of topic elaboration;
- Lack of multiple perspectives in elaborating topics;
- Inadequate and inconsistent content structuring;
- Lack of reference to other sources for additional information;
- Non-compliance with the cognitive level of students;
- Lack of possibility to relate to the previous information and experience of students;
- Lack of inter-curricular correlation;
- Lack of expected outcomes at the beginning of each unit/subject and success criteria at the end of each unit;
- Impossibility to flexibly use the text, in line with different learning skills and approaches;
- Focus on information/facts and reproduction;
- Insufficient, ineffective and unattractive illustrations for the student.

Based on the abovementioned concerns of teachers as well as based on other reports addressing textbooks, standards and indicators for evaluation of textbooks should be reviewed by ensuring that the aforementioned shortcomings are properly addressed.

The preparation of relevant guides to textbook publishers/authors on the implications of the principles of the Curriculum Framework in the textbooks and planning of training programs for them is also necessary.

On the other hand, the institutional and legal framework for drafting, evaluating, approving and publishing textbooks should be complemented and harmonized in order to help increased quality of textbooks, including:

- A clearer definition of the role and composition of CECST, in line with expectations from this body; good practices of the functioning of this body suggest greater representation of curriculum areas;

- Clearer definition of the process and responsibilities of schools, MEDs, CECST and MEST in the process of selecting and ordering textbooks funded by MEST;
- Clearer definition of the process of getting textbooks and teaching resources out of use; improvement of eventual shortcomings or even continuous improvement of their quality; establishment of a mechanism for data collection from schools/municipalities on the quality of textbooks;
- A clearer definition of the evaluation process for textbooks by the team of reviewers;
- Clearer definition of the role of reviewers, deadline and final evaluation procedures of manuscripts reviewed by publishing houses (based on recommendations of the reviewers);
- Defining the textbook testing process in schools;
- Checking the possibilities of translating and adapting textbooks from other countries.

Also, coordination between MEST, MEDs, schools and publishing houses should be strengthened by ensuring that existing resources are used effectively and efficiently to improve the design, publication and distribution of textbooks and other teaching resources.

# Annexes

## Annex 1: List of documentation reviewed

- 1 Ministry of Education, Science and Technology (2018), “Ftesë për shprehje interesi për recensentë për vlerësimin e dorëshkrimeve për klasat 0, 1, 6 dhe 10 të pranuar në MEST në bazë të konkursit të shpallur me datën 20 prill 2018 dhe të plotësuar me datën 24 korrik 2018” (Eng. Invitation for expressions of interest for reviewers to evaluate manuscripts for grades 0, 1, 6 and 10 received in MEST based on the call announced dated 20 April 2018 and supplemented dated 24 July 2018 (<https://masht.rks-gov.net/konkurset>)).
- 2 Ministry of Education, Science and Technology. (2018). Administrative Instruction no. 18/2018 for reviewers, evaluation and approval of textbooks and teaching resources (<https://masht.rks-gov.net/uploads/2018/12/ua-nr-18-18-per-recensentet-vleresimin-dhe-lejmin-e-teksteve-shkollore-dhe-mat-shkollor-x.pdf>).
- 3 Ministry of Education, Science and Technology. (2018). Decision no. 251/01B on appointing the Council of experts for curricula and school textbooks.
- 4 Ministry of Education, Science and Technology. (2018). Regulation - Council of experts for curricula and school textbooks.
- 5 Ministry of Education, Science and Technology. (2018). Subject curricula/ teaching curricula, preparatory grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).
- 6 Ministry of Education, Science and Technology. (2018). Subject curricula/ teaching curricula, first grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).
- 7 Ministry of Education, Science and Technology. (2018). Subject curricula/ teaching curricula, second grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).
- 8 Ministry of Education, Science and Technology. (2018). Subject curricula/ teaching curricula, sixth grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).

- 9 Ministry of Education, Science and Technology. (2018). Subject curricula/Educational programs, seventh grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).
- 10 Ministry of Education, Science and Technology. (2018). Subject curricula/ teaching curricula,, tenth grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).
- 11 Ministry of Education, Science and Technology. (2018). Subject curricula/ teaching curricula,, tenth grade (<https://masht.rks-gov.net/arsimi-parauniversitar>).
- 12 Ministry of Education, Science and Technology. (2016). Kosovo strategic Education Plan 2017-2021 ([https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021\\_1.pdf](https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf)).
- 13 Ministry of Education, Science and Technology. (2016). Roadmap to implementation of the new curriculum 2016-2021 (<https://masht.rks-gov.net/uploads/2017/03/udherrefyes-per-zbatimin-e-kk-2016-2021-final.pdf>)
- 14 Ministry of Education, Science and Technology. (2016). Curricular Framework of pre-University Education of the Republic of Kosovo (<https://masht.rks-gov.net/uploads/2017/02/korniza-kurrikulare-finale.pdf>).
- 15 Ministry of Education, Science and Technology. (2016). Core Curriculum for Preparatory Grade and Elementary Education in Kosovo (<https://masht.rks-gov.net/uploads/2017/02/kurrikula-berthame-1-finale-2.pdf>).
- 16 Ministry of Education, Science and Technology. (2016). Core Curriculum of Lower Secondary Education in Kosovo ([https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-2-final\\_1.pdf](https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-2-final_1.pdf)).
- 17 Ministry of Education, Science and Technology. (2016). Core Curriculum for Upper Secondary Education in Kosovo (<https://masht.rks-gov.net/uploads/2017/02/korniza-berthame-3-final.pdf>).
- 18 Ministry of Education, Science and Technology. (2016). Administrative Instruction no. 22/2016 on Professional Actives (Departments) of Schools (<https://masht.rks-gov.net/uploads/2016/12/22-ua-nr-22-2016-per-aktivitetet-profesionale-te-shkollave.pdf>).
- 19 Ministry of Education, Science and Technology. (2011). Administrative Instruction no. 05/2011 on implementing standards for school textbooks (<https://masht.rks-gov.net/uploads/2015/05/standardet-e-teksteve.pdf>).
- 20 Law no. 02/L-67 on publishing school textbooks, educational teaching resources, reading materials and pedagogical documentation (<https://gzk.rks-gov.net/ActDetail.aspx?ActID=2437>).

## Annex 2: List of officers/experts interviewed

- 1 Selim Mehmeti, KPI (15 February 2019)
- 2 Ismet Potera, KPI (22 February 2019)
- 3 Hajrie Devetaku-Gojani- former reviewer and part of the Working Group for Drafting Standards for School Textbooks (26 February 2019)
- 4 Feime Llapashtica Lipscomb, MEST- Department for Curricula and School Textbooks and member of CECST (27 February 2019)
- 5 Arbër Salihu, MEST- Department for Curricula and School Textbooks (27 February 2019)
- 6 Rrezearta Zhinipotoku-Behluli – GIZ CDBE (4 March 2019)
- 7 Osman Buleshkaj (22 March 2019)

### Annex 3: List of teachers participating in the focus groups

#### Primary education

	<b>Name and Surname</b>	<b>Educational institution</b>	<b>Municipality</b>	<b>Subject</b>
1	Antonije Bytyqi	“Zekeria Rexha”	Gjakova	Teacher of grade level teachinge mësimet klasor
2	Trendelina Berisha	“Xhemajl Mustafa”	Prishtina	Teacher of grade level teaching
3	Vllaznim Balidema	“Mileniumi III”	Prishtina	Teacher of grade level teaching

#### Lower secondary education

	<b>Name and Surname</b>	<b>Educational institution</b>	<b>Municipality</b>	<b>Subject</b>
1	Kosovare Makolli	“Faik Konica”	Prishtina	Physics
2	Fatmir Latifi	“Mulla Idriz Gjilani”	Gjilan	Albanian Language and Literature
3	Maliqe Syla	“Gjergj Fishta”	Prishtina	Albanian Language and Literature
4	Shpetim Kastrati	“Mileniumi III”	Prishtina	Chemistry
5	Rukije Krasniqi	“Isa Boletini”	Rahovec	Biology
6	Fellanza Kerajtani	“Emin Duraku”	Prizren	History
7	Fatmire Tmava	“Gjergj Fishta”	Prishtina	English Language
8	Azemine Sadiku	“Ibrahim Rugova”	Obiliq	Biology
9	Ekrem Feka	“Anton Zako Cajupi”	Vushtrri	Physics
10	Driton Sadiku	“Ismail Luma”	Lipjan	Biology
11	Lirie Gegaj	“Qamil Batalli”	Prishtina	Physics
12	Xhemajl Halili	“Qamil Batalli”	Prishtina	Civic education
13	Aida Stublla	“Yll Morina”	Gjakova	Technology
14	Leonora Luta	“Yll Morina”	Gjakova	Biology
15	Arjeta Hajdaraga	“Emin Duraku”	Gjakova	Mathematics
16	Skender Halimi	“Ilmi Rakovica”	Prishtina	Geography

	<b>Name and Surname</b>	<b>Educational institution</b>	<b>Municipality</b>	<b>Subject</b>
17	Krenare Basha	“Pjetër Bogdani”	Prishtina	English Language
18	Besim Haliti	“Kuvendi i Lezhës”	Viti	History
19	Selvete Krasniqi	“Ganimete Tërbeshi”	Prishtina	Chemistry
20	Ganimete Pacolli	“Ganimete Tërbeshi”	Prishtina	\
21	Ibe Gashi	“Faik Konica”	Prishtina	Mathematics
22	Supije Zhitija	“Gjergj Fishta”	Prishtina	Mathematics
23	Arbënor Pozhegu	“Mazllum Këpuska”	Gjakova	Geography
24	Dhurata Bejtullahu	“Zekeria Rexha”	Gjakova	Albanian Language

### Upper Secondary Education - Gymnasiums

	<b>Name and Surname</b>	<b>Educational institution</b>	<b>Municipality</b>	<b>Subject</b>
1	Havushe Ahmeti	“Xhevdet Doda”	Prishtina	Physics
2	Blerina Hoxha	“Xhevdet Doda”	Prishtina	Biology
3	Teutë Blakaj	“Xhevdet Doda”	Prishtina	Biology
4	Pranvera Misini	“Xhevdet Doda”	Prishtina	Technology
5	Ajshe Metaj	“Haxhi Zeka”	Istog	Chemistry
6	Ndrec Perlleshi	“Gjon Nikolle Kazazi”	Gjakova	History
7	Halim Halimi	“Hivzi Sylejmani”	Fushe Kosova	Philosophy-Sociology
8	Kujtim Baraliu	“Gjon Buzuku”	Prizren	Physics
9	Besnik Krasniqi	“Gjon Buzuku”	Prizren	Albanian Language
10	Hamdi Fazliu	“Gjon Buzuku”	Prizren	History
11	Zojë Berisha	“Hivzi Sylejmani”	Fushe Kosova	English Language
12	Yllka Kusari-Radoniqi	“Prek Jakova”	Gjakova	ICT
13	Festim Shkodra	“Xhavit Ahmeti”	Gjilan	Mathematics
14	Ismajl Zuzaku	“Xhavit Ahmeti”	Gjilan	Chemistry

## Annex 4: Summary of discussions from focus groups

### THE FIRST FOCUS GROUP WITH TEACHERS

**Date:** 21/03/2019

**Time:** 10.00-12.00

**Purpose of the meeting:** Discussions on the quality of textbooks from the perspective of their adaptation to the requirements and principles of the Curriculum Framework for Pre-University Education in Kosovo.

**Focus group participants:** eight (8) lower secondary level teachers from "Qamil Batalli" Prishtina, "Hilmi Rakovica" Prishtina, "Pjetër Bogdani" Prishtina, "Gjergj Fishta" Prishtina, "Yll Morina" Gjakova and "Emin Duraku" Gjakova schools <sup>37</sup>.

**Description of the meeting:** In the first part of the meeting, participants individually reflected on their perspective about the quality of textbooks they currently work with, in the questionnaires prepared for this purpose.

Later the focus group discussions started with reflection on the most sensitive aspects of school textbooks (the aspects they considered as the poorest), the main challenges teachers face with when they work with textbooks and the solutions they apply).

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<sup>37</sup> Subject teachers: Mathematics, Physics, Biology, Informatics-Technology, History, Geography.

Summary of data from questionnaires and discussions in focus groups

Aspects assessed	Summarized data from the questionnaires on the quality of textbooks <sup>38</sup>	Conclusions of the discussions
Content of school textbooks	<p><b>Within the criteria that determine the quality of the textbook content, the most sensitive aspects are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Lack of content relevance to achieve learning outcomes defined by core curricula;</li> <li>● Lack of reference to sources of information;</li> <li>● Inappropriate presentation of new concepts, at the right moment and in the right way, and insufficient relation to the previous knowledge of students;</li> <li>● Lack of multiple perspective in elaborating topics;</li> </ul>	<p>The content often contain scientific mistakes/errors;</p> <p>The textbooks are overloaded with facts (for example, in the geography textbook for grade IX, within each unit, 12-13 digits to be remembered are provided);</p> <p>Inter-subject correlation often lacks, thus not enabling only the integrated approach but also the realization of certain learning units-due to the lack of prior information that should have been acquired within the other subject;</p> <p>Lack of consistency with the textbooks of the same subject in preceding and subsequent grades, especially in history textbooks;</p> <p>The main topics are elaborated very superficially (insufficient place for essential topics).</p>
Teaching and learning (pedagogical/didactic aspects)	<p><b>The most sensitive points in this component are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Textbooks do not consider sufficiently the development of high intellectual abilities;</li> <li>● Not able to flexibly use the contents conform different learning skills and approaches;</li> <li>● Lack of clear instructions or activities;</li> <li>● Textbook cannot be used by the student independently, so to understand the learning unit outcomes, self-assess and plan further learning).</li> </ul>	<p>Textbooks do not enable active involvement of students in the learning process.</p>

38 Questionnaires completed by focus group participants.

Content language, structure and organization	<p><b>Within this component the most sensitive are considered to be:</b></p> <ul style="list-style-type: none"> <li>● The language used is not interesting to students;</li> <li>● Division of learning units is not appropriate or logical;</li> <li>● Learning outcomes are not provided in the beginning and neither the success criteria at the end.</li> </ul>
Layout and illustrations	The main concern of teachers regarding refer to inappropriate illustrations so to stimulate and facilitate learning.

**Exceptions:** An exception from the above-described assessment is English language textbooks (PEARSON) which greatly meet all the quality criteria.

**Challenges:** For the use of alternative textbooks, parents do not agree to buy additional textbooks, while they are provided by MEST free of charge. In the absence of technical equipment in schools, teachers do not have the option of printing supplementary materials.

**Other aspects:** Some of the focus group participants were involved, or had the opportunity to get involved in the development of new textbooks; they assess that the time available for this process has been too short and are skeptical about the quality of new textbooks.

As for teacher trainings for the implementation of the new curriculum, not sufficient attention was paid to their preparation to work with old textbooks. The instructions provided within core curricula and curricula mainly refer to the importance of the use of educational teaching resources and different resources, but they do not contain concrete orientations on how to work with old textbooks.

## THE SECOND FOCUS GROUP WITH TEACHERS

**Date:** 21/03/2019

**Time:** 13.00-15.00

**Purpose of the meeting:** Discussion on the quality of textbooks from the perspective of adapting them to the requirements and principles of the Curriculum Framework for Pre-University Education in Kosovo.

**Focus group participants:** eight (8) teachers of primary, lower and upper secondary levels from the schools “Zekeria Rexha” Gjakova, “Mazllum Këpuska” Gjakova and gymnasiums “Xhevdet Doda” Prishtina, “Prenk Jakova” Gjakova and “Gjon Buzuku” Prizren<sup>39</sup>.

**Description of the meeting:** In the first part of the meeting, participants individually reflected their perspective on the quality of textbooks they work with, in the questionnaires prepared for this purpose.

The focus group discussion started with reflection on the most sensitive aspects of school textbooks (the aspects they have considered as the weakest ones), the main challenges that teachers face when working with textbooks and the solutions they apply.

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39 Teachers of subjects: Albanian language, English Language, TIK, History, Geography.

Summary of the data in questionnaires and focus group discussions

Aspects assessed	Data collected from questionnaires on the quality of school textbooks <sup>40</sup>	Discussion conclusions
Content of school textbooks	<p><b>Within the criteria that determine the quality of textbook content, the most sensitive aspects are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Lack of content relevance to achieve learning outcomes determined in core curricula;</li> <li>● Lack of reference to information sources;</li> <li>● Concepts are not always clear and ideas are not coherent; examples and illustrations are not interesting and relevant to students experiences;</li> <li>● New concepts are not adequately presented, at the right moment and in the right way, and there is an insufficient correlation with students' previous information;</li> <li>● The level of difficulty is not adapted to the cognitive level of students and curriculum requirements;</li> </ul>	<p>Big discrepancy with the curriculum and learning program (for example, up to 50% in history textbooks for gymnasiums, or around 40% in geography textbooks for lower secondary level);</p> <p>Scientific mistakes are apparent;</p> <p>Content is not actual (obsolete) and overloaded (with content, figures and assignments).</p> <p>The level of difficulty is not adapted to the cognitive level of students.</p> <p>The order of learning units is often not appropriate.</p> <p>Inter-subject correlation often lacks (thus not enabling an integrated approach and neither the realization of certain learning units due to previous information that should have been acquired in another subject);</p> <p>Cases of content repetition from grade to grade, for consequent 2-3 years, without any change (for example, in the Albanian textbook for the lower secondary level);</p> <p>Illustrations and examples are not relevant (to the everyday life of students).</p>

40 Questionnaires completed by Focus group participants.

<p>Teaching and learning (pedagogical/didactic aspects)</p>	<p><b>The most sensitive points of this component are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Textbooks do not pay adequate attention to the development of high intellectual abilities;</li> <li>● Contents do not adequately and sufficiently produce positive values and attitudes;</li> <li>● Contents cannot be used flexibly, according to different learning skills and styles;</li> <li>● Textbook cannot be used by the student independently, so to understand the learning unit outcomes, self-assess and plan further learning).</li> </ul>	<p>Textbooks do not enable the active participation of students in learning process; Tasks/assignments often do not correspond to the basic textbook (there is also lack of resources/references for supplementary reading); Tasks/assignments do not offer multiple choice answers; Tasks/assignments within natural sciences do not provide the opportunity to be done at home conditions, with materials from everyday life (supposed to be a laboratory task).</p>
<p>Content language, structure and organization</p>	<p><b>Within this component, the most sensitive points are considered to be:</b></p> <ul style="list-style-type: none"> <li>● The language used is not interesting to students;</li> <li>● Division of learning units is not appropriate and logical;</li> <li>● Learning outcomes are not provided at the beginning of learning unit and neither the success criteria at the end.</li> </ul>	<p>The language used is very academic and “dry”;</p>
<p>Layout and illustrations</p>	<p>The main concern of teachers in this component refers to inadequate, poor and inappropriate illustrations, so to stimulate and facilitate learning.</p>	

**Other aspects:**

- In lower and upper secondary level there is a lack of teacher’s book.
- Within the teacher trainings for the implementation of the new curriculum, not sufficient attention was paid to their preparation to work with old textbooks. The guides provided in the framework of Core Curricula and Learning Programs refer mainly to the importance of the use of educational teaching resources, but do not contain concrete orientations on how to work with old textbooks.
- Teachers’ reflections on the quality of textbooks have not been taken into account by now.

THE THIRD FOCUS GROUP WITH TEACHERS

**Date:** 21/03/2019

**Time:** 10.00-12.00

**Purpose of the meeting:** Discussions on the quality of textbooks from the perspective of their adaptation to the requirements and principles of the Curriculum Framework for Pre-University Education in Kosovo.

**Focus group participants:** : ten (10) teachers of primary and lower secondary level from the elementary and higher secondary schools “Faik Konica” Prishtina, “Xhemajl Mustafa”, Prishtina, “Gjergj Fishta” Prishtina, “Mileniumi 3” Prishtina, “Ibrahim Rugova” Obiliq, “Anton Zako Cajupi” Vushtrri and “Ismail Luma” Lipjan<sup>41</sup>.

Summary of the data in questionnaires and focus group discussions

Aspects assessed	Data collected from questionnaires on the quality of school textbooks <sup>42</sup>	Conclusions from discussions
Content of school textbooks	<p><b>Within the criteria that determine the quality of the textbook content, the most sensitive aspects are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Lack of content relevance to achieve learning outcomes determined with core curricula;</li> <li>● Concepts are not always accurate and neither ideas are coherent; examples and illustrations are not interesting and relevant to the student experiences;</li> <li>● Inappropriate presentation of new concepts (at the right moment and in the right way)... insufficient correlation to previous information of students;</li> <li>● Lack of balance on the breadth and depth of topic elaboration;</li> <li>● Excessive contents that do not directly assist in achievement of the outcomes determined with core curriculum;</li> <li>● Insufficient consideration of previous information and experience of students;</li> <li>● The level of difficulty does not correspond to the cognitive level of students and curriculum requirements;</li> <li>● List of sources recommended for supplementary reading is not provided.</li> </ul>	<p>Discrepancy between the curriculum and learning program of respective subject;</p> <p>Lack of inter-subject correlation (for example, in subject of physics quantities are taught in the beginning of the year, whereas in mathematics decimal separator has not been taught);</p> <p>Content is not actual (old) and overloaded (with text, figures, formulas and tasks);</p> <p>The level of difficulty does not comply with the students cognitive level;</p> <p>The order of units is often inadequate;</p> <p>Examples and illustrations are not relevant (for the everyday life of students).</p>
Teaching and learning (pedagogical/didactic aspects)	<p><b>The most sensitive points in this component are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Textbooks do not pay sufficiently attention to the development of high intellectual abilities;</li> <li>● Content can not be used flexibly, according to different learning skills and styles;</li> <li>● Learning activities do not help students integrate, practice and apply their new knowledge actively;</li> <li>● Learning activities are not interesting; do not motivate students to learn;</li> <li>● Instructions are not clear;</li> <li>● Tasks/requests do not enable different options for responses/resolution;</li> <li>● Textbook does not help students understand the learning unit outcomes, to self-assess and plan further learning.</li> </ul>	<p>Textbooks do not enable the active participation of students in learning process;</p> <p>Basic textbook and Workbook do not correspond (of different publishing companies);</p> <p>Tasks/requests are not related to the everyday life of students.</p>

42 Questionnaires completed by focus group participants.

Content language structure and organization	<p>Within this component, the most sensitive points are considered to be:</p> <ul style="list-style-type: none"> <li>● The language used is not interesting to students;</li> <li>● Division of learning units is not appropriate and logical;</li> <li>● Learning outcomes are not provided at the beginning of learning unit and neither the success criteria at the end.</li> </ul>	The language used is very academic and “dry”(there are cases that parts of Math content are the same as/ similar to the content in university textbooks).
Faqosja dhe ilustrimet	The main concern of teachers on this component is inappropriate, inadequate and poor illustrations so do not stimulate and facilitate learning.	

Other aspects:

- There is a lack of teacher’s book in lower and upper secondary level;
- Within the teacher trainings on the implementation of the new curriculum, insufficient attention was paid to their preparation to use old textbooks. The guides provided in Core Curricula and Learning Programs mainly refer to the importance of the use of educational teaching resources, but do not contain concrete orientations on how to work with old textbooks
- In the case of re-publishing, (neither technical nor scientific) errors are corrected;
- Teachers’ reflections on the quality of textbooks have not been taken into account by now;
- The right of schools to select textbooks is not respected

## THE FOURTH FOCUS GROUP WITH TEACHERS

**Date:** 22/03/2019

**Time:** 13.00-15.00

**Purpose of the meeting:** Discussions on the quality of textbooks from the perspective of their adaptation to the requirements and principles of the Curriculum Framework of Pre-University Education in Kosovo.

**Focus group participants:** fifteen (15) teachers of lower and upper secondary level from primary and lower secondary schools “Ganimete Tërbeshi” Llukar, “Emin Duraku” Gjakova, “Kuvendi i Lezhës” Viti, “Mulla Id-rizi” Gjilan and “Isa Boletini” Rahovec, from gymnasiums “Xhevdet Doda” Prishtina, “Hivzi Sylejmani” Fushe Kosova, “Xhavit Ahmeti” Gjilan, Gymnasium in Istog and HES in Gjakova<sup>43</sup>.

### **Description of the meeting:**

In the first part of the meeting, participants individually presented their perspective on the quality of textbooks they currently work with, in the questionnaires prepared for this purpose.

The focus group discussion started with reflections on the most sensitive aspects of school textbooks (the aspects they considered as the weakest), the main challenges with which teachers face when working with textbooks and the solutions they apply.

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<sup>43</sup> Teachers of subjects: Albanian language, English Language, civic education, Biology, Chemistry, Physics, Mathematics, Geography, History, Philosophy-Sociology.

Summary of data in questionnaires and focus group discussions

Aspects assessed	Summarized data from the questionnaires on the quality of school textbooks	Discussion conclusions
Content of school textbooks	<p><b>Within the criteria that determine the quality of textbook content, the most sensitive aspects are considered to be:</b></p> <ul style="list-style-type: none"> <li>● Lack of content relevance to achieve learning outcomes determined in core curricula;</li> <li>● Concepts are not always accurate and neither ideas coherent; examples and illustrations are not interesting and relevant to the student experiences;</li> <li>● New concept are not adequately presented (at the right moment and in the right way) ...insufficient relation to previous information of students;</li> <li>● There is a lack of necessary balance in the breadth and depth of subject elaboration;</li> <li>● Excessive contents that do not directly serve to the achievement of outcomes determines with KB;</li> <li>● Repetition of irrelevant topics;</li> <li>● Insufficient consideration for previous information and experience of students;</li> <li>● The level of difficulty does not correspond to the cognitive level of students and curriculum requirements;</li> <li>● The list of resources recommended for supplementary reading is not provided.</li> </ul>	<p>Big discrepancy between curriculum and learning program;                      Inter-subject correlation often lacks (for example, between Albanian language subject and English language subject; between Physics and Mathematics; between Biology and Chemistry, or between Geography and History);                      The content often contains scientific mistakes/errors (for example, the genetics textbook for grade 11);                      Concepts are not professionally defined (for example, in physics subject);                      The level of difficulty does not correspond to the cognitive level of students; topics sometimes are very simple and at times are very advanced;                      Contents are overloaded (with text, figures, formulas);                      The order to units is often inadequate (for example, in physics for the lower secondary level, radioactive isotopes are learnt before the radioactivity);                      Main topics sometimes are proposed within the optional part (for example, within the subject for physics, movement relativity or energy in liquids);                      Certain topics are repeated unnecessarily from grade to grade (for example in sociology textbooks for grade 11 and 12);                      Illustrations and examples are not relevant (to the everyday life of students).</p>

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44 Questionnaires completed by focus group participants.

Teaching and learning (pedagogical/didactic aspects)

**The most sensitive parts of this component are considered to be:**

- Insufficient focus of textbooks on high intellectual abilities;
- Content cannot be used flexibly, conform different learning skills and styles;
- Learning activities do not enable students to actively integrate, practice and apply new knowledge;
- Learning activities are not interesting; do not motivate students to learn;
- Instructions are not clear;

Textbooks do not enable active participation of student in learning process; Tasks/requests are provided only at the end of each chapter and not at the end of each learning unit (in the lower and upper secondary level); Tasks/requests within natural sciences do not provide opportunities to complete them at home conditions, with resources from everyday live (supposed for laboratory works).

Content language, structure and organization

**Within this component, the most sensitive points are considered to be:**

- The language used is not interesting to students;
- Division of learning units is not appropriate and logical;
- Learning outcomes are not provided at the beginning of learning unit and neither the success criteria at the end.

Textbook often contains orthographic and spelling errors; syntax of the words in sentences is often wrong.

Layout and illustrations

**The main concern of teachers in this component refer to:**

- Inappropriate organization of educational resources to facilitate learning, and
- Inadequate, poor and inappropriate illustrations that do not stimulate and facilitate learning.

**Other aspects:**

- Curricula for some subjects continue to be overloaded (for example, syllabus for geography class for the grade VIII has 14 pages of outcomes, to be achieved during a school year);
- Despite the idea that the new curriculum allows for better adaptation to the cognitive skills of students, the so far experiences prove the opposite (in some subjects, the textbooks used are of the following grades, for example in grade VII the textbook of Biology subject is used for grade IX);
- There is a lack of additional educational resources for children with disabilities.

## Annex 5: Questionnaire for the evaluation of school textbooks, conducted with teachers participating in focus groups

### Evaluation of school textbooks by teachers

School: \_\_\_\_\_

Curriculum level: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

#### CONTENT OF TEXTBOOKS

	No	Partially	Yes	Comments
The content is actual and relevant to the achievement of learning outcomes defined under the core curriculum RN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information sources have been adequately referred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts are accurate and precise. Ideas are coherent. There are sufficient examples and illustrations. Example s and illustrations are interesting and relevant to student experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New concepts are based on old ones and presented adequately (at the right moment and in the right way)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a balance in breadth and depth of the subject elaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is adapted to the cognitive level of students and curriculum requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content quantity is adequate (no excessive or insufficient content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special attention is paid to the previous information and experience of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multiple perspective of certain issues is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content and illustrations are not discriminatory (based on gender, ethnicity , religion etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To encourage further reading by students, a list of the recommended sources is provided at the end of each topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHING AND LEARNING

	No	Partially	Yes	Comments
Textbooks enable the development of cognitive skills at all levels <sup>45</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive values and attitudes are developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content is organized in appropriate parts (independent or with flexible connection), to enable the flexible use according to the different learning skills and styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities enable students to actively integrate, practice and apply new knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities are interesting. They motivate students to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities have clear instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities/tasks enable different styles of response (according to different learning styles). They enable students to understand the main purpose of the respective learning unit, self-assess what they have learnt and plan improve/advance their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45 Higher intellectual abilities that require analysis, assessment, judgment and not only memorizing facts are gradually included, based on the child's skills and development needs.- Deep processing of information, critical and creative thinking is encouraged by involving students in less structured processes and through open questions and references to further reading.

CONTENT LANGUAGE, STRUCTURE AND ORGANIZATION

	No	Partially	Yes	Comments
The language used is adapted to the language abilities of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The language used is familiar and interesting to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dividing learning units is appropriate and logical action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning outcomes are provided in the beginning and at the end of each unit/chapter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LAYOUT AND ILLUSTRATIONS

	No	Partially	Yes	Comments
Well organized resource; space and margins used adequately to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illustrations are adequate, effective, and appropriate to stimulate and facilitate learning. They serve to focus the student on certain content and not to distract him/her from it. Illustrations and pictures are not just a decoration but a supplementary text/presentation provided through the text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The size of letters is appropriate to enable comfortable reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



